Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.

<table>
<thead>
<tr>
<th>Key statement</th>
<th>What does it mean?</th>
</tr>
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<tbody>
<tr>
<td>Individual and collective human experiences</td>
<td>Individual human experience is one experienced by one individual whereas a collective experience is shared</td>
</tr>
<tr>
<td>Human qualities and emotions associated with, or arising from, these experiences</td>
<td>The attributes, characteristics and feelings connected to/cause by human experiences.</td>
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</tbody>
</table>
| Anomalies, paradoxes and inconsistencies in human behaviour and motivations    | **Anomalies**: Behaviour and motivations outside the norms and conventions of a particular social context  
**Paradoxes**: Behaviour and motivations which on the surface, do not make sense  
**Inconsistencies**: Behaviour and motivations which changes in some way.       |
| To see the world differently, to challenge assumptions, ignite new ideas or reflect personally | The ways in which the text affects the audience’s way of thinking – whether by exposing them to new ideas and practices, challenging what they previously thought to be true, creating new ideas or inspiring an assessment of the self. |
Dimensions of Human Experience

- The human experience represented in the text will always be from one of the subcategories and always remember to directly reference to the experience explored.

Words to include in quote analysis (from rubric)

1. Appreciate: Make judgement about the value of
2. Explore: Enquire into or discuss
3. Interpret: Draw meaning from
4. Analyse: Identify components and draw relationship from
5. Evaluate: Make a judgement based on criteria

Tackling the question

1. Begin with a statement about the concept
2. Identify and describe the human experience represented in the text (physical, emotional, spiritual, psychological, intellectual and social) and consider whether the experience is individual or collective
3. Examine how the text represents the emotions that arise as a result and the human qualities used to deal with these emotion
4. Explore how these human experiences reveal the anomalies/paradoxes and inconsistencies in individual and collective human behaviours and motivation
5. Consider, what the composer is doing:
   - Motivating you to reflect personally?
   - Challenging your assumptions?
   - Inviting you to see the world differently?/ Change your perspective?
   - Trying to ignite new ideas within you?
Paper 1 Tings

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
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</thead>
<tbody>
<tr>
<td>• Acceptance</td>
<td>• Forgiveness</td>
</tr>
<tr>
<td>• Adoring</td>
<td>• Heightened</td>
</tr>
<tr>
<td>• Admiration</td>
<td>• Inspirational</td>
</tr>
<tr>
<td>• Attachment</td>
<td>• Intimate</td>
</tr>
<tr>
<td>• Belonging</td>
<td>• Intense</td>
</tr>
<tr>
<td>• Blossoming</td>
<td>• Passionate</td>
</tr>
<tr>
<td>• Cherish</td>
<td>• Powerful</td>
</tr>
<tr>
<td>• Companionship</td>
<td>• Profound</td>
</tr>
<tr>
<td>• Connection</td>
<td>• Sincerity</td>
</tr>
<tr>
<td>• Craving</td>
<td>• Truthful</td>
</tr>
<tr>
<td>• Devotion</td>
<td>• Uplifting</td>
</tr>
<tr>
<td>• Dedication</td>
<td>• Vivid</td>
</tr>
<tr>
<td>• Faithfulness</td>
<td>• Wholesome</td>
</tr>
<tr>
<td>• Anger</td>
<td>• Betrayal</td>
</tr>
<tr>
<td>• Betrayal</td>
<td>• Disregarding</td>
</tr>
<tr>
<td>• Dishonest</td>
<td>• Disrespect</td>
</tr>
<tr>
<td>• Hatred</td>
<td>• Inconsistent</td>
</tr>
<tr>
<td>• Inconsistent</td>
<td>• Loss</td>
</tr>
<tr>
<td>• Sacrificial</td>
<td></td>
</tr>
</tbody>
</table>

Describing Human Experience:

<table>
<thead>
<tr>
<th>Contradictory</th>
<th>Complex</th>
<th>Multifaceted</th>
<th>Paradoxical</th>
<th>Inexplicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inevitable</td>
<td>Confronting</td>
<td>Empowering</td>
<td>Transformative</td>
<td>Debilitating</td>
</tr>
</tbody>
</table>

Appeals to:
Pathos: Emotions/Values
Ethos: Trust/Credibility
Logos: Logic/Reason

Describing Tone:

- Accusatory
- Admiring
- Aggressive
- Amused
- Appreciative
- Arrogant
- Assertive
- Authorative
- Awestruck
- Benevolent (Sympathetic)
- Bitter
- Colloquial
- Compassionate
- Curious
- Critical
- Cynical

- Humorous
- Increduulous (disbelieving)
- Indignant (annoyed)
- Judgemental
- Narcissistic
- Nostalgic
- Objective
- Optimistic
- Outspoken
- Patronising (scornful)
- Pragmatic (Realistic)
- Regretful
- Satirical
- Scornful
- Sentimental
- Sincere
• Demeaning
• Didactic (Instructional)
• Diplomatic
• Empathetic
• Enthusiastic
• Flippant (not showing respect)
• Sympathetic
• Thoughtful
• Tolerant
• Uneasy
• Vindictive (bitter)
• Whimsical (playful)

**Effect Phrases**
- Aids in this improved understanding of the textual material
- Indicates the universality in the subject matter being contemplated
- Brings reader to consider more deeply the manner in which ___
- An intimacy is generated between the viewer and ___
- Creates a more nuanced understanding
- Attracting to the audience to both ___
- To further impress upon the reader the idea of ___
- Further clarify and cement reader’s understand of the literal content
- Further elucidates the impression that

a) Poem
- Sibilance: Soft ‘s’ sound is effective in signally a departure from the more forceful, dynamic elements of the text
- Deviation from sound pattern
- The syncopation (disruptions to regular flow of pattern) created by the number of syllables per line and stanza shows that there is no clear pattern being followed suggesting a stream of consciousness

**Billy Elliot**

Human Experiences Explored:

<table>
<thead>
<tr>
<th>Discrimination</th>
<th>Challenging Values</th>
<th>Resilience</th>
<th>Self-Expression</th>
<th>Growing-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homophobia</td>
<td>Disconnection</td>
<td>Oppression</td>
<td>Finding Self</td>
<td>Rejection</td>
</tr>
<tr>
<td>Isolation</td>
<td>Poverty</td>
<td>Confusion</td>
<td>Maturation</td>
<td>Doubt</td>
</tr>
<tr>
<td>Solidarity</td>
<td>Suffering</td>
<td>Sadness</td>
<td>Tradition</td>
<td>Challenging Authority</td>
</tr>
<tr>
<td>Brotherhood</td>
<td>Grief</td>
<td>Loss</td>
<td>Rejection</td>
<td>Struggle</td>
</tr>
</tbody>
</table>

**Conflict**
- Self
- Others
- World/Society
Daldry’s purpose?
- To represent the impact and conflict the miner’s strike had on the community
- To convey issues of class division exacerbated by the mining strike
- To assert that personal beliefs are essential to overcome hardships
- To offer a warning about how our unreasonable expectations of others can separate and create distance
- To demonstrate that experiences of hardship contribute to/ results in discovering our identity
- To expose/to privilege the perspective of individuals who are outcasts.
- To challenge the nature of masculinity in a conservative world where rules are entrenched/ defining a new masculinity for a contemporary era where the attitudes of new generations are progressive.
- To highlight the importance of valuing grace/beauty and the way that it can enhance our lives.
- The importance of fostering a new community spirit when change impacts an old way of life.
- To assert that we can establish a place for all individuals within communities by challenging notions of otherness (difference/marginalisation)

Thesis:
- Texts represent how human experiences are dependent on one’s context and their ability to transcend the limitations of context
- Texts about human experience invite the audience to contemplate on their own experiences and reflect on the processes that shape their identity
- Human experiences may be recursive but they are transformative nonetheless
- Texts offer a representations of human experience that challenges our assumptions and thus intensifies our awareness of self and others
- Representation of relationships in texts highlight the way in which human experiences may differ in varied interactions
- Texts offer a representation of the human experience to record the social and emotional development of the individual and the collective
- Our experiences expose our capacity for fortitude and focus, particularly when our individual ideals are challenged by contextual values/societal expectations
Examples:
1. Composers make choices to represent the human experience in powerful ways. Do you agree?
   - Powerful ways – reference to audience response
   - Composer choices – Provocative choice of techniques/feature employed to shape meaning

Note: “Do you agree?”
- Unequivocally
- Undisputedly
- Indeed
- To a great extent

2. Explore the significance of music in representing the humane experiences depicted in ‘Billy Elliot’
   - Daldry uses music intertextually to enhance his message to emphasise emotions, motivations and emotions
   - In conjunction with visual techniques music represents the complexity and transformative nature of humane experience

3. Individuals venturing into new experiences may encounter obstacles, but may also gain significant rewards. Do you agree with this perspective?
   - Venturing into new experience initially may be an alienating and a difficult process with many obstacles to overcome, but ultimately the rewards and transformative process is worth it

4. How has your understanding of the challenges of human experience been shaped by the director’s use of mise-en-scene in the prescribed text?
   - ‘Billy Elliot’ uses well-crafted mise-en-scene to shape the way in which we perceive the social and emotional challenges of contextuality driven by human experience
   - Daldry employs mise-en-scene, the arrangement of characters, lighting, props and space, to develop our understanding of the myriad factors that can influence an individual’s progression as they respond to their growing awareness of self and the demands of others

5. Our understanding of the paradoxical nature of human and behaviour motivation is deepened through a text’s representation of individual and collective experiences. Explore this statement with close reference to your prescribed text.
   - The paradoxical nature of human motivations can arise from the principles of collective identity which cause characters to recognise the need to express their individuality.
   - This is paradoxical because the establishment of an individual identity may come in conflict with social pressures which demands individuals to adhere to strict gender paradigms.